Title of Instructional Materials: School Specialty (Think Math!)

Grade Level: Grade 2

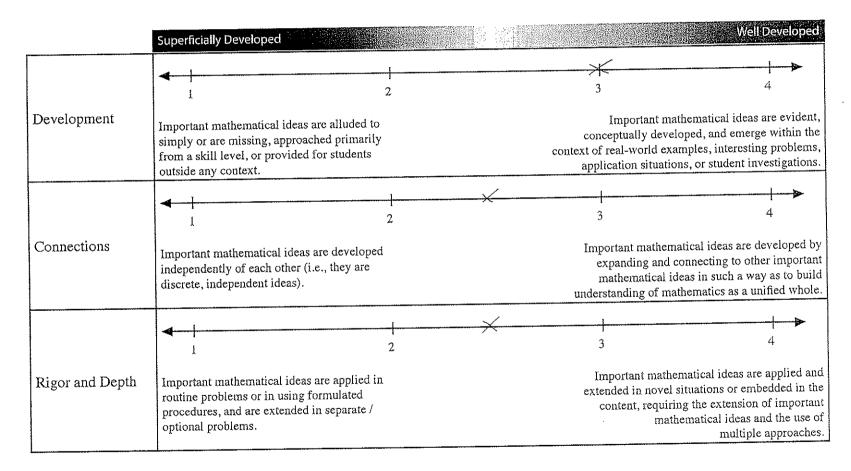
<u>Summary of Insert Name of Instructional Materials Here</u>

Overall Rating:	☐ Weak (1-2)	Important Mathematical Ideas:	Weak (1-2) ✓ Weak (2-2)
	✓ Moderate (2-3)✓ Strong (3-4)		✓ Moderate (2-3)✓ Strong (3-4)
Summary / Justification / Evident Problem solving seemed weak, and common core. In the lesson activity open-ended questions. In Kinderga center activities for the classroom.	there were a lot of gaps in the y book page, there were not many	Summary / Justification / Eviden	ice:
Skills and Procedures:	 Weak (1-2) Moderate (2-3) Strong (3-4)	Mathematical Relationships:	☐ Weak (1-2) ☑ Moderate (2-3) ☐ Strong (3-4)
Summary / Justification / Eviden	ce:	Summary / Justification / Eviden	ace:

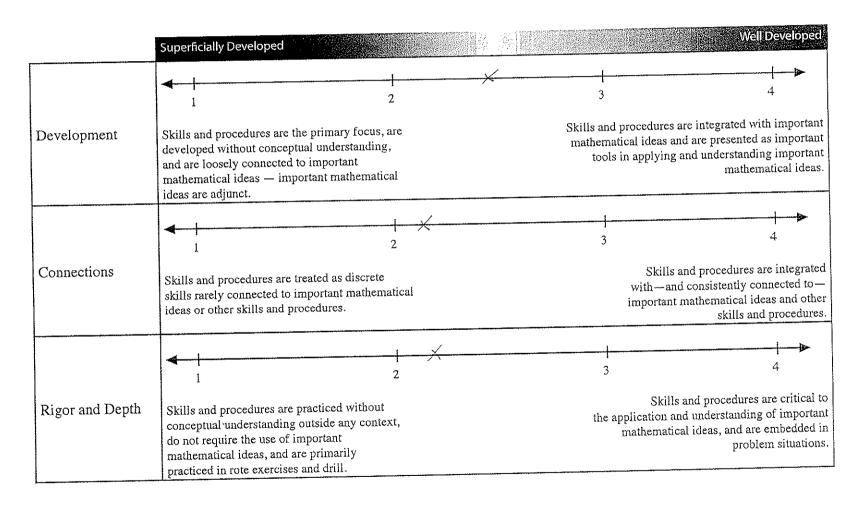
Gr. 2 Think Math

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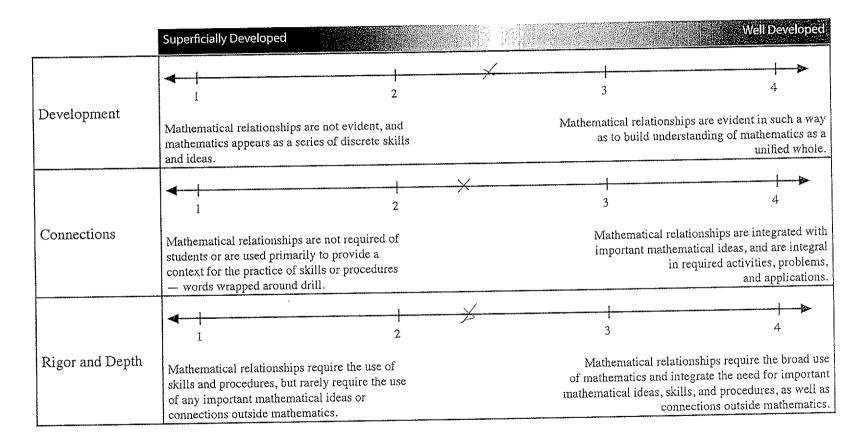
Important Mathematical Ideas: Understanding the scoring



Skills and Procedures: Understanding the scoring



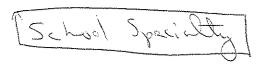
Mathematical Relationships: Understanding the scoring



+, - # line pulling at dad # patoria games # pre for 10 (9.1) +, - w/10 mult. strategies pewrite w/10 as added rounding to 10 Arunds to go w/ place value. Jo. 195 203 extination group by 100 \$ 100 N expanded motation order # A \$, denie à pernels - all def combinations fewet bar greek per per time graphing change over time probability more/less likely; equally bikely time munin as hr./edurating time to 10 min, 5 min, 1 min calendar/nderal #N = 2 of 24211/odd #N pressons bertaer (congruent similar reflections significantly arrays sharing (aussim) length capacity are get

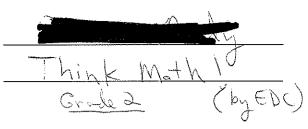
ponder wheel addition

2/1



Reviewed By:

Title of Instructional Materials:



Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Chapter 2,3,5,6,9,+12

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1 2 3 4

Reviewed By:	
Title of Instructional Materials:	Think Mach 1
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Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

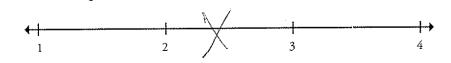
Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

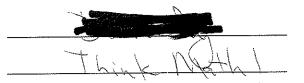
Ouglan 12,3,4; 10,12,14,+15

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Title of Instructional Materials:



Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Chapters 3,56, 9,10; 12414

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Title of Instructional Materials:



Documenting Alignment to the Standards for Mathematical Practice

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Chapters 1,2,4,5; 7,9;12415

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Title of Instructional Materials:



Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

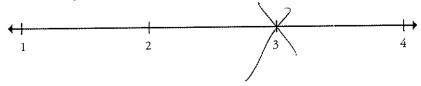
Indicate the chapter(s), section(s), or page(s) reviewed.

Chapters 1, 3, 5, +6; 7, 9, 10, 12, +15

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Think Math

Title of Instructional Materials:

Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

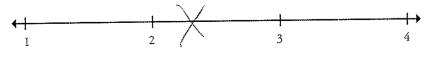
Indicate the chapter(s), section(s), or page(s) reviewed.

Ohgles 23,4,6,8,11,2,

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Title of Instructional Materials:

Think Math 1

Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

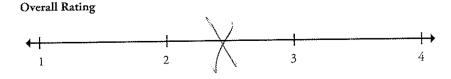
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

apter 3,4,6;10,12,+15

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Tirle of Instructional Materials:

Documenting Alignment to the Standards for Mathematical Practice

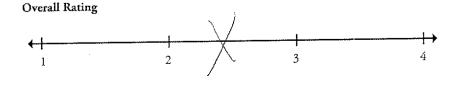
8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1,2) with slope 3, middle school students might abstract the equation (y-2)/(x-1) = 3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1), $(x-1)(x^2+x+1)$, and $(x-1)(x^3+x^2+x+1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Think Mah

Title of Instructional Materials:

MATHEMATICS: GRADE 2 - OPERATIONS AND ALGEBRAIC THINKING - 2.OA

Represent and solve problems involving addition and subtraction.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are ematerials.
2.OA.1	Important Mathematical Ideas	<u> </u>
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent		1 2 3 4
the problem. ¹	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Mathematical Relationships	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Summary / Justification / Ev	vidence
1 See Giossary, Table 1.		
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Olighan 2, 4, 8; 10 - lesson 7	Portions of the domain, cludeveloped in the instruction	ster, and standard that are missing or not well nal materials (if any):
Frontily Only pp 31-44;		
Pp75-U90;		
Bb121-1250 bb553-520	Overall Rating	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$

Think Math 1

Title of Instructional Materials:

MATHEMATICS: GRADE 2 - OPERATIONS AND ALGEBRAIC THINKING - 2.OA

Add and subtract within 20.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.OA.2 Fluently add and subtract within 20 using mental strategies.¹ By end of Grade 2, know from memory all sums of two one-digit numbers.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
1 See standard 1.OA.6 for a list of mental strategies. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
Lesson Activity book pp 3-19; PP 31-47: PP 75-91;	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Bb 101-181 Bb 12-611	Overall Rating 1 2 3 4

Think Math 1

Title of Instructional Materials:

MATHEMATICS: GRADE 2 - OPERATIONS AND ALGEBRAIC THINKING - 2.0A

Work with equal groups of objects to gain foundations for multiplication.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are e materials.
2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	Important Mathematical Ideas	1 2 3 4
	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Mathematical Relationships	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Summary / Justification / E	vidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Ofte 2	Portions of the domain, clu developed in the instructio	uster, and standard that are missing or not well nal materials (if any):
Com Activity W. D. 35-47		
	Overall Rating	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$

Think Wath!

Title of Instructional Materials:

MATHEMATICS: GRADE 2 - OPERATIONS AND ALGEBRAIC THINKING - 2.OA

Work with equal groups of objects to gain foundations for multiplication.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are e materials.
2.OA.4	Important Mathematical Ideas	
Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.		1 2 3 4
	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Mathematical Relationships	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Summary / Justification / E	vidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Clapter 11	Portions of the domain, clu developed in the instructio	ister, and standard that are missing or not well nal materials (if any):
Lam Athirty bk pp 245-257		
	Overall Rating	1 2 3 4

Think Mah 1

Title of Instructional Materials:

Understand place value.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.NBT.1a 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	Important Mathematical Ideas 1 2 3 4
a. 100 can be thought of as a bundle of ten tens — called a "hundred."	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Chapter 3 44	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Loren Activity Book pp 55 - 63;	
Pp75-85	Overall Rating 1 2 3 4

Think Math 1

Title of Instructional Materials:

Understand place value.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.NBT.1b 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	Important Mathematical Ideas 1 2 3 4
 b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). 	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Clother 3+4	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Lean Activity Bark pp 55-63 and 75-85	
Protes Bude (27-1933	Overall Rating 1 2 3 4

Think Mark I

Title of Instructional Materials:

Understand place value.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Control, 2, ad 11 Lom Adity book pp 9-19;31-41 4 pp 239-245	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
7 86 534-54	
	Overall Rating 1 2 3 4

Think Math 1

Title of Instructional Materials:

Understand place value.	Summary and documentation met. Cite examples from the		e domain, clu	ster, and standa	ard are
2.NBT.3	Important Mathematical Ideas	4.1		\	
Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Important wanesnation radas	1	2	3	4
	Skills and Procedures	1	2	3	
	Mathematical Relationships	(2	/3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
agter 3 410	Portions of the domain, clu developed in the instructio	ster, and sta	ndard that ar (if any):	e missing or no	t well
Lemn Activity book pp 55-70;					
Pp 209-213; +223-227					
	Overall Rating	1	2	/3	4

Think Math 1

Title of Instructional Materials:

Understand place value.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.NBT.4	Important Mathematical Ideas
Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Center 3; Lesson Activity Book pp 59-70;	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Poster Inal 19 825	Overall Rating 1 2 3 4

Think MAKES

Title of Instructional Materials:

Use place value understanding and properties of operations to add and subtract.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.
2.NBT.5	Important Mathematical Ideas
Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	1 2 3
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Chapter 3, 8, 10, at 12	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Leson Activity book pp 65-71;	
8p159-182; 209-212;	
ed 279-281.	Overall Rating 1 2 3 4

Think Math I

Title of Instructional Materials:

Use place value understanding and properties of operations to add and subtract.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
2.NBT.6	Important Mathematical Ideas			
Add up to four two-digit numbers using strategies based on place value and properties of operations.	1 2 3 4			
	Skills and Procedures 1 2 3 4			
	Mathematical Relationships 1 2 3 4			
	Summary / Justification / Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.				
Chater 8 - Samb	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Land American Communication of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
Com Activity 12 p. 169-170	fter			
	Overall Rating 1 2 3 4			

Think Math !

Title of Instructional Materials: ____

Use place value understanding and properties of operations to add and subtract.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
2.NBT.7	Important Mathematical Ideas	4 1			
Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written		1	2	3	4
method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chapter 10	Portions of the domain, clu developed in the instruction	ster, and sta	indard that a s (if any):	are missing or n	ot well
lem Athly But pp 219-236 Britis Book - P83-P89					
Britice Book -883-889	Overall Rating	←	2	3	4

Think Math

Title of Instructional Materials:

Use place value understanding and properties of operations to add and subtract.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
2.NBT.8	Important Mathematical Ideas			
Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	1 2 3 4			
	Skills and Procedures 1 2 3 4			
	Mathematical Relationships 1 2 3 4			
	Summary / Justification / Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.				
Congter 10	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
Jessen Athy Boch pp 219-236				
fith little sten while of the length length length length length girl	Overall Rating			
breiz dandopel Jerm 108A)	1 2 3 4			

Think MARI

Title of Instructional Materials:

Use place value understanding and properties of operations to add and subtract.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
2.NBT.9	Important Mathematical Ideas			
Explain why addition and subtraction strategies work, using place value and the properties of operations. ¹	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$			
	Skills and Procedures 1 2 3 4			
	Mathematical Relationships 1 2 3 4			
	Summary / Justification / Evidence			
1 Explanations may be supported by drawings or objects.				
Indicate the chapter(s), section(s), and/or page(s) reviewed.				
Chate 10	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
Lossen Activity Book pp 219-236				
	Overall Rating $\begin{array}{c ccccccccccccccccccccccccccccccccccc$			

Title of Instructional Materials: Think Math

Measure and estimate lengths in standard units.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
2.MD.1	Important Mathematical Ideas			
Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	1 2 3 4			
	Skills and Procedures 1 2 3 4			
	Mathematical Relationships 1 2 3 4			
	Summary / Justification / Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.				
Chyta 12	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
Chapter 12 Loom Activity Book pp 265-279				
	Overall Rating $\begin{array}{c ccccccccccccccccccccccccccccccccccc$			

Think Math 1

Title of Instructional Materials:

Measure and estimate lengths in standard units.	Summary and documentation of how the domain, cluster, and standard an met. Cite examples from the materials.		
2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	Important Mathematical Ideas	1 2 3 4	
	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	
	Mathematical Relationships	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	
	Summary / Justification / E	vidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.			
Cheta 12 - Doson! Lom Activity Bork 263-266	Portions of the domain, cludeveloped in the instruction	uster, and standard that are missing or not well onal materials (if any):	
	Overall Rating	1 2 3 4	

Reviewed By:			
Title of Instructional Materials:	Think	Math	

Measure and estimate lengths in standard units.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.	Important Mathematical Ideas 1 2 3 4			
	Skills and Procedures 1 2 3 4			
	Mathematical Relationships 1 2 3 4			
	Summary / Justification / Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.				
Chate 12 - Semme 2-7 Eason Activity Book pp 265-281	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	Overall Rating 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			

Think Math 1

Title of Instructional Materials:

Measure and estimate lengths in standard units.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.		
2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Important Mathematical Ideas 1 2 3 4		
	Skills and Procedures 1 2 3 4		
	Mathematical Relationships 1 2 3 4		
	Summary / Justification / Evidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed.			
Confu 12-lesson 4 tesen Activity Bute pp 269-270	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
	Overall Rating 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		

Reviewed By:

Title of Instructional Materials: Think Maximum

Relate addition and subtraction to length.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as	Important Mathematical Ideas	1 2 3 4		
drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Skills and Procedures	1 2 3 4		
	Mathematical Relationships	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$		
	Summary / Justification / Ev	vidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed.				
Chate 12-Dessen8 Lesson Activity book pp 279-287	developed in the instruction	ster, and standard that are missing or not well nal materials (if any):		
	Overall Rating	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$		

Think Math

Title of Instructional Materials: ___

Relate addition and subtraction to length.	Summary and documentation met. Cite examples from the	on of how the materials.	ne domain, cl	uster, and stand	lard are
2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,, and represent whole-number sums and differences within 100 on a number line	Important Mathematical Ideas	1	2	3	 → 4
diagram.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Duften) 3 Lean Activity Book pp31-49	Portions of the domain, clu developed in the instructio	ister, and st nal material	andard that a s (if any):	re missing or n	ot well
Practice Book PI-P9	Overall Rating	1	1 2	3	4

Think Math

Title of Instructional Materials: ___

Work with time and money.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Important Mathematical Ideas 1 2 3	4		
	Skills and Procedures 1 2 3	4		
	Mathematical Relationships 1 2 3	4		
	Summary / Justification / Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.				
Chita 6, 7, 20 10	Portions of the domain, cluster, and standard that are missing or not we developed in the instructional materials (if any):	II		
Com Activity BK pp 119-124; 141492				
Practice Book P44-46; P52	Overall Rating 1	→		

Think MAH

Title of Instructional Materials:

Work with time and money.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	Important Mathematical Ideas	1	2	3	4
and a permiss, non-many content of years	Skills and Procedures	1	2	3	
	Mathematical Relationships	1	2	3	
	Summary / Justification / Evidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Clysta 4,8,10	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
Loom Activity bk: 8887-88; 165-168;					
ad 213-220	Overall Rating	1	2	3	→ 4

Think Mah

Title of Instructional Materials:

Represent and interpret data.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.MD.9	Important Mathematical Ideas
Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Chift 12 Lesson Activity bk 88 265-270	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating $\begin{array}{c ccccccccccccccccccccccccccccccccccc$

Title of Instructional Materials: Thin K

Represent and interpret data.	Summary and documentation met. Cite examples from the	on of how t e materials	the domain, clu	uster, and stand	lard are
2.MD.10	Important Mathematical Ideas	4		<u> </u>	
Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems¹ using information presented in a bar graph.		1	2	/3	4
	Skills and Procedures	1	2	3	 →
	Mathematical Relationships	(]	2	3	→ 4
	Summary / Justification / E	vidence			
1 See Glossary, Table 1.					
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chyle 5	Portions of the domain, clu developed in the instructio	ister, and s nal materia	tandard that ar ils (if any):	re missing or n	ot well
Learn Activity book pp 99-111					
Practice book P37 = P41	Overall Rating	1	2) 3	

Title of Instructional Materials: _

Think Math

Reason with shapes and their attributes.	Summary and documentation met. Cite examples from the	on of how t e materials.	he domain, cl	uster, and stand	ard are
2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	(1	2	3	 → 4
	Summary / Justification / E	vidence			
1 Sizes are compared directly or visually, not compared by measuring. Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chapters 9+14	Portions of the domain, clu developed in the instructio	ister, and si nal materia	tandard that a Is (if any):	re missing or no	ot well
Chapters 9+14 Lesson Activity Book pp 187-198;					
Practice Book' P69-P743 P113-P116	Overall Rating	4			

Think Math

Title of Instructional Materials:

Reason with shapes and their attributes.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard a materials.
2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Important Mathematical Ideas	1 3
	Skills and Procedures	1 2 3
	Mathematical Relationships	1 2 3
	Summary / Justification / E	vidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Chapter 11-leasurs	Portions of the domain, clu developed in the instruction	ster, and standard that are missing or not wel nal materials (if any):
Lesson Adivity bk PP 243-248		
Practice book page P92	Overall Rating	1 2 3 4

Think Math

Title of Instructional Materials:

Reason with shapes and their attributes.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are e materials.
2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and	Important Mathematical Ideas	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Mathematical Relationships	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Summary / Justification / E	vidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Chater of lesson Adiuty Book pp 133-140; pp 145	Portions of the domain, clu developed in the instructio	ister, and standard that are missing or not well nal materials (if any):
-152		
Practice book P49-P56	Overall Rating	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$



This Mach

Title of Instructional Materials:

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and relationships, graph data, and search for regularity or trends. Younger students might rely on using a different method, and they continually ask themselves, "Does solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Didnil Dee spiller spiedling. Not many problem each day.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



School Speciality Math gr. 2

Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

Grade 2

Reviewed By:	
Title of Instructional Materials:	

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1)=3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1), $(x-1)(x^2+x+1)$, and $(x-1)(x^3+x^2+x+1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	
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Title of Instructional Materials:	
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MATHEMATICS: GRADE 2 - OPERATIONS AND ALGEBRAIC THINKING - 2.OA

Represent and solve problems involving addition and subtraction.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

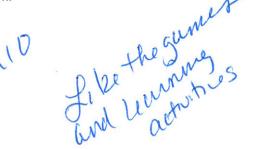
2.OA.1

Use addition and subtraction within 100 to solve one- and two-step word

Skills and Procedures

Summary / Justification / Evidence

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹



Mathematical Relationships

1 2 3 4

Mathematical Relationships 1 2 3

1 See Glossary, Table 1.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

games are positive.

Subtracting ch 10 beson 7
pg 770

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating

1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

MATHEMATICS: GRADE 2 - OPERATIONS AND ALGEBRAIC THINKING - 2.OA

Add and subtract within 20.	Summary and documentation met. Cite examples from the		ne domain, clus	ster, and stand	lard are
2.OA.2 Fluently add and subtract within 20 using mental strategies.¹ By end of Grade 2, know from memory all sums of two one-digit numbers.	Important Mathematical Ideas	1	2	3	4
Sums of 10 (ch. 2) addit, Subt; Place value 15 ch4	Skills and Procedures	← 1	2	3	4
	Mathematical Relationships	1	2	3	4
See standard 1.OA.6 for a list of mental strategies.	Summary / Justification / Ev	/idence			
Indicate the chapter(s), section(s), and/or page(s) reviewed. Chappy of does excellent: Joe for sums 10 : under partner lary like the introduction of fact families users Cuisnare lads 3 developing the relationships	Portions of the domain, clus developed in the instruction			missing or no	ot well
Place : families users cuishard hads 3 developing the relationships	Overall Rating	1	< 2	3	4

Title of Instructional Materials:

MATHEMATICS: GRADE 2 - OPERATIONS AND ALGEBRAIC THINKING - 2.OA

Work with equal groups of objects to gain foundations for multiplication.	Summary and documentation met. Cite examples from the	on of how the materials.	ne domain, clus	ster, and stand	lard are
2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	Important Mathematical Ideas	1	2	3	4
Ch 7 Lesson Z pg 468 Lesson 3 476	Skills and Procedures	1	2	3	4
Cerson 3 476	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clusted developed in the instruction	ster, and sta	andard that are	missing or no	t well
			o (ii any).		
	Overall Rating	1	2	(1 3	4

Reviewed By:

Title of Instructional Materials:

MATHEMATICS: GRADE 2 - OPERATIONS AND ALGEBRAIC THINKING - 2.OA

Work with equal groups of objects to gain foundations for multiplication.	Summary and documentation met. Cite examples from the		domain, c	luster, and stan	dard are
2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Important Mathematical Ideas	1	2	3	4
Ps 27 for understanding Equations / arrays (2-4 hours)	Skills and Procedures	1	2	3	4
	Mathematical Relationships	{ 1	2	3	4
Ch. 11 Esson 4 Lesson 4 Lesson 5 - multiplication. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evi	idence			
	Portions of the domain, clust developed in the instruction			are missing or n	ot well
	Overall Rating	1	2	7	4

Title of Instructional Materials:

MATHEMATICS: GRADE 2 - NUMBER AND OPERATIONS IN BASE TEN - 2.NBT

Understand place value.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

2.NBT.1a

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

a. 100 can be thought of as a bundle of ten tens — called a "hundred."

like the to wife south paralle was concepted wife active going paper paralle abstract seet.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Place Value - Ch. 3 Lessen & H. T. O Pg. 230 Ch. 4 addt. & Subt. W/ Place Value. Important Mathematical Ideas



Skills and Procedures

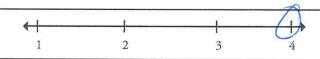


Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

MATHEMATICS: GRADE 2 - NUMBER AND OPERATIONS IN BASE TEN - 2.NBT

Understand place value.	Summary and documentation met. Cite examples from the		domain, clus	ter, and stand	ard are
2.NBT.1b 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	Important Mathematical Ideas	1	2	3	4
b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). adds Sounds & hand motions	Skills and Procedures	1	2	3	4
gor H, T, O for multiple \$ Senso.	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Ch 3 bessen 4 P. 202 - 206 also introduces regrouping in place value Chapt. (3)	Portions of the domain, clu developed in the instruction			missing or no	t well
	Overall Rating	1	1 2	3 (4

Title of Instructional Materials:

Important Mathematical Ideas

MATHEMATICS: GRADE 2 - NUMBER AND OPERATIONS IN BASE TEN - 2.NBT

Understand place value.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

2.NBT.2

Count within 1000; skip-count by 5s, 10s, and 100s.

Ch 1 Cessen & Skip county 19-42, on # line. Lessens 4-8 Pretty thorough.

Skills and Procedures

1 2 3

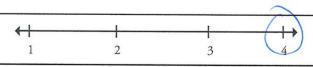
Mathematical Relationships

Indicate the chapter(s), section(s), and/or page(s) reviewed.

also adds multiple ways to make 2, 3, 4, etc. as introduction to multiplication

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Title of Instructional Materials:

MATHEMATICS: GRADE 2 - NUMBER AND OPERATIONS IN BASE TEN - 2.NBT

Understand place value.

Summary and documentation of how the do

2.NBT.3

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Ch. 3 uses #'s & word

Connecting the 2 and H's

used to 1000 But no

formal reading & writing

ault's to 1000

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Ch. Zpg 218 Company #5 to 999 Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

1 2 3 4

Skills and Procedures

1 2 3 4

Mathematical Relationships

1 2 3 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Title of Instructional Materials:

MATHEMATICS: GRADE 2 - NUMBER AND OPERATIONS IN BASE TEN - 2.NBT

Understand place value.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

2.NBT.4

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Ch 2 P8 218

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Indicate the chapter(s), section(s), and/or page(s) reviewed.

Important Mathematical Ideas



Skills and Procedures

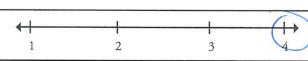


Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:

Title of Instructional Materials:

MATHEMATICS: GRADE 2 - NUMBER AND OPERATIONS IN BASE TEN - 2.NBT

Use place value understanding and properties of operations to Summary and documentation of how the domain, cluster, and standard are add and subtract. met. Cite examples from the materials. 2 NBT.5 Important Mathematical Ideas Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Chaph 10 gocus on this -I eine the way they incorporate #5, \$, and place value W Same concept of #5 with 100 Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Ch 10 Lesson 1 pg 732 (Sums) Lessen 11 subt. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
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Title of Instructional Materials:

MATHEMATICS: GRADE 2 - NUMBER AND OPERATIONS IN BASE TEN - 2.NBT

Use place value understanding and properties of operations to add and subtract.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, clus	ster, and stand	lard are
2.NBT.6					
Add up to four two-digit numbers using strategies based on place value and properties of operations.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Indicate the chapter(s), section(s), and/or page(s) reviewed. Let be be digit two digit two digit	Portions of the domain, clus developed in the instruction	ster, and sta nal materials	ndard that are (if any):	missing or no	t well
2 two	Overall Rating	1 (3	→ 4

T	tle of Instructional Materials	s:			
MATHEMATICS: GRADE 2 - NUMBER AND OPERATIONS IN BASE	TEN – 2.NBT				
Use place value understanding and properties of operations to add and subtract.	Summary and documentation met. Cite examples from the		e domain, clus	ter, and stand	lard are
2.NBT.7	Inchestant Mathematical Idea				
Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	4			
and sometimes it is necessary to compose or decompose tens or hundreds.		1	2	3	4
D'unerons places					
1 /car.	Mathematical Relationships				 →
adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. Sound Connett Modelles Plane Chapt. 10 Chapt. 10 The property of the prope	Summary / Justification / Ev	1 vidence	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction			missing or no	t well
				1940-1940 (1940-1940) (1940-1940) (1940-1940) (1940-1940) (1940-1940) (1940-1940) (1940-1940) (1940-1940) (194	
	Overall Rating	1	2	3	(4)

Title of Instructional Materials:

MATHEMATICS: GRADE 2 - NUMBER AND OPERATIONS IN BASE TEN - 2.NBT

Use place value understanding and properties of operations to add and subtract.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

2.NBT.8

Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

Important Mathematical Ideas



Ch 8 Cessen 4 pg 568 +, - usug 5, 10

Skills and Procedures



Mathematical Relationships

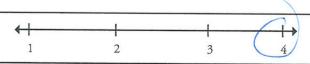


Summary / Justification / Evidence

Indicate the chapter(s), section(s), and/or page(s) reviewed.

notices this Strategy in Several places throught

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:

Title of Instructional Materials:

MATHEMATICS: GRADE 2 - NUMBER AND OPERATIONS IN BASE TEN - 2.NBT

Use place value understanding and properties of operations to add and subtract.	Summary and documentation of how the met. Cite examples from the materials.	domain, cluster, and standard are
2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. ¹	Important Mathematical Ideas 1	2 3 4
Each chapt w +, - reviews place Value, & incodd't & Subt. Strategus.	Skills and Procedures	2 3 4
	Mathematical Relationships 1	2 3 4
1 Explanations may be supported by drawings or objects. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence	
	Portions of the domain, cluster, and stand developed in the instructional materials (
	Overall Rating	2 3 4

Reviewed By:	

Title of Instructional Materials:

Measure and estimate lengths in standard units.	Summary and documentat met. Cite examples from the	tion of how t	the domain, clus	ster, and stand	ard are
2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Important Mathematical Ideas		2	3	 4
Ch 12 nen 4 pg 924	Skills and Procedures	1	2	3	4
and	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction	uster, and st onal material	andard that are s (if any):	missing or no	t well
					100 p. 101 p
	Overall Rating	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Measure and estimate lengths in standard units.	Summary and documentation met. Cite examples from the		domain, clus	ster, and stand	ard are
2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed. P928 Ch. 12 Lesson 4	Portions of the domain, clu developed in the instruction			missing or no	ot well
	Overall Rating	1	2	3	4

Title of Instructional Materials:

MATHEMATICS: GRADE 2 - MEASUREMENT AND DATA - 2.MD

Measure and estimate lengths in standard units.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

2.MD.3

Estimate lengths using units of inches, feet, centimeters, and meters.

Important Mathematical Ideas

Skills and Procedures



Oh. 12 nearest meh lesson 2 (912) 11, 1, yels - mon 3 (918) nearest cert-isson 6 (938)

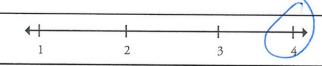
Mathematical Relationships



Summary / Justification / Evidence

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

Measure and estimate lengths in standard units.	Summary and documentation met. Cite examples from the		e domain, clus	ster, and stand	dard are
2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Important Mathematical Ideas	1	2	3	4
don't finel	Skills and Procedures	1	2	3	
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction	ster, and sta nal materials	ndard that are s (if any):	missing or no	ot well
	Overall Rating	 1	1 2	3	

Title of Instructional Materials:

MATHEMATICS: GRADE 2 - MEASUREMENT AND DATA - 2.MD

Relate addition and subtraction to length.

Summary and documentatio

2.MD.5

Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

don't fund

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:

Title of Instructional Materials:

Relate addition and subtraction to length.	Summary and documentation of how the domain, cluster, and stand met. Cite examples from the materials.			
2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,, and represent whole-number sums and differences within 100 on a number line diagram.	Important Mathematical Ideas 1 2 3	4		
	Skills and Procedures 1 2 3	4		
Ch 1 skep country (ksim6 Ch 2 Suns (cesser 5,4,7)	Mathematical Relationships 1 2 3	4		
	Summary / Justification / Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed. Thoughbut as add't. Subt. Chapts.	Portions of the domain, cluster, and standard that are missing or not we developed in the instructional materials (if any):	11		
	Overall Rating 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	\ \		

Title of Instructional Materials:

Work with time and money.	Summary and documentati met. Cite examples from th	on of how the materials.	e domain, clus	ster, and stand	lard are
2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Important Mathematical Ideas		1 2	3	4
Ch 4 Resson 5 pg 420	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction	ster, and star	ndard that are (if any):	missing or no	t well
	Overall Rating	← 1	1 2	1 (4

Title of Instructional Materials:

Work with time and money.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	Important Mathematical Ideas 1 2 3 4
Ch 4 wisen 7-8 Ch 10 lessens 2-5 deal w/ 31	Skills and Procedures 1 2 3 4
deal w/ s/	Mathematical Relationships 1 2 3 4
does not address it 150/afed.	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 1 1 3 4

Title of Instructional Materials:

MATHEMATICS: GRADE 2 - MEASUREMENT AND DATA - 2.MD

Represent and interpret data.

2.MD.9

Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

But I don't see any ptot eine Plotting.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures

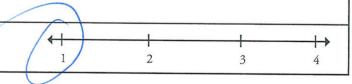


Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

Represent and interpret data.		ummary and documentation of how the domain, cluster, and standard are let. Cite examples from the materials.			dard are
2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems¹ using information presented in a bar graph.	Important Mathematical Ideas	1	2	3	4
Lesson 5 ch. 5 p. 362 (up to 6) Ch. 5 deals entirely w/ gaphy.	Skills and Procedures	1	2	3	4
graphics.	Mathematical Relationships	1	2	3	4
1 See Glossary, Table 1. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev	vidence			
	Portions of the domain, cludeveloped in the instruction			ssing or n	ot well
	Overall Rating	. 1			
		1	2	3	4

Reviewed By:	

Title of Instructional Materials:

MATHEMATICS: GRADE 2 - GEOMETRY - 2.G

Reason with shapes and their attributes.

2.G.1

Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. 1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Ch 14 2:3 denantioned Shapes Faces lesson 7 (10 44) Edges lesson 3 (p. 1052) Vertices lesson 4 (p. 1058)

1 Sizes are compared directly or visually, not compared by measuring

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

Skills and Procedures

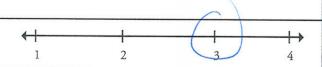


Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:	

Title of Instructional Materials:	
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Reason with shapes and their attributes.	Summary and documentation met. Cite examples from the		ne domain, clu	ster, and stand	ard are
2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Important Mathematical Ideas	1	2	3	4
Ch. 9 cerson 7 P. 698	Skills and Procedures	1	2	3	4
V. 648	Mathematical Relationships	1	2	3	→ 4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction			e missing or no	t well
	Overall Rating	1	1 2		4

Reviewed By:	
Title of Instructional Materials:	

	e materials.		ster, and stand	ara arc
Important Mathematical Ideas	+			→
	1	2	3	4
Skills and Procedures				
	1	2	3	4
Mathematical Relationships	4			
	1	2	3	4
Summary / Justification / Ev	/idence			
Portions of the domain, clus developed in the instruction	ster, and stan	dard that are (if any):	missing or no	t well
Overall Rating		+		
	Mathematical Relationships Summary / Justification / Eventual Portions of the domain, clusted developed in the instruction	Skills and Procedures 1	Skills and Procedures 1	Skills and Procedures 1